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in the development of the *Reformations-schriften*, he comprehends in his researches all the more important writings down to the year 1545. He follows, as in his 'Beiträge zur Syntax Notkers' (Berlin, 1883), the system of MIKLOSICH in considering syntax not a mass of dead rules but a vigorous organism.

This first part is divided into four heads: The simple verbal form;—Pronoun understood from the context;—The personal pronoun;—The demonstrative and relative pronoun. The first three subjects are passed over rather hurriedly, though perhaps sufficient space is given to them, more than half of the entire book being devoted to the demonstratives and relatives. In considering the peculiarities of a writer, the simple sentence is of much less importance than the more complex constructions. We are to look for the characteristics of a writer, in his long periods, where there is opportunity for greater variety of expression. Following this line of argument, our investigator has paid particular attention to the relative sentence and to the position and arrangement of subordinate sentences in general. No vague generalities are given. All statements are illustrated by copious examples, thus making the book a valuable store-house for convenient reference.

A mild protest against the rather monotonous use of abbreviations would, perhaps, not be out of place.

Of course, this book is not 'epoch-making,' but it aims to fill up a gap and, taken, as it does, the language at the period of transition from Middle High German to New High German will be welcomed by scholars who are interested in the study of historical German grammar. It is opportune, as taken in connection with DR. KLUGE's new work on the influence of LUTHER on the German language. We hope the other parts will follow in rapid succession.

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#### CORRESPONDENCE.

##### SCANDINAVIAN STUDIES.

TO THE EDITORS OF MOD. LANG. NOTES:

SIRS:—Mr. Egge's article in the March num-

ber of MOD. LANG. NOTES on this subject seems to call for some comment on my part; and I shall try to answer his objections and criticisms as briefly as possible. In the first place, I would beg leave to call Mr. Egge's attention to a sentence in my original article that must bar out most of the omissions mentioned by him. The sentence reads as follows: "Only college instruction will be discussed, the purely literary side of the question being necessarily omitted." Now while the University of Minn. must certainly be regarded as a college, one would scarcely include under this head Luther Seminary, Red Wing Sem. and Augsburg Lutheran Seminary and Institute. The Danish High School at Elk Horn and the other schools of Mr. Egge's list may rank very high as schools, but they are not colleges in the Eastern sense of the word, at least. I had not heard, when the article was written, that a college course had been added to St. Olaf's School. Mr. Egge gives us much valuable and interesting information regarding Scandinavian studies in the Western schools, but this can only in part be considered as supplying the omissions of my list.

Again, under the second head, Mr. Egge seems to have misunderstood me. I should not presume to announce that I think that "the study of Icelandic furnishes as good a mental discipline as the study of Greek and Latin," etc. Of course that may be my opinion, but I do not presume to publish it. A reference to my original article will show my statement to be more guarded and conditional; the omission of the little word "if" makes the difference,

Mr. Egge's last criticism may, perhaps, be a just one. My information was obtained almost entirely from the catalogues of the seminaries themselves, and if the impression derived from them be a false one, I should be only too glad to acknowledge my error and to offer my apologies to all offended Scandinavians. If my remarks could be construed as in any way reflecting on the character of our Scandinavian population, I offer here my sincerest apologies. No unprejudiced person can fail to recognize in them one of the mainstays of the republic, and their absence from the Chicago riot is only one proof out of

many of their excellent character and sound common sense. I still claim, however, that it is highly desirable that our foreign population should in all cases become Americanized, though not necessarily at the expense of their native language and literature. A knowledge of English does not preclude a familiarity with Danish or Swedish, nor does an adoption of American ideas shut off all sympathy with home traditions and beliefs.

No one can blame Mr. Egge for his criticisms, since they are evidently made with perfect sincerity. It is always interesting to get a partisan view of any subject. Mr. Egge's intimate acquaintance with the Scandinavian population of the West gives an authority to his statements, to which, of course, I cannot pretend. A residence in the West would without doubt greatly change my views on this subject, but in default of this, I have to rely upon second-hand information, which is apt to be untrustworthy. This letter is not intended at all in an unfriendly spirit, but merely as a justification of my original positions. Mr. Egge's suggestions and his real corrections of my incomplete list are gratefully acknowledged.

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#### BRIEF MENTION.

It is gratifying to learn that the Legislature of S. Carolina has doubled the appropriation for South Carolina "College" (now "University") and thereby greatly strengthened her teaching staff. This is one of the most welcome movements in the field of Southern education, where the modern languages at present begin to play so important a rôle. From Oberlin College (Ohio) comes also the cheering news that "the work in the modern language department has increased, necessitating another professor of German."

At the banquet given on the occasion of the reception of the French Professors resident in England, by the University of Cambridge, of which an account was given in the February number of MODERN LANGUAGE NOTES, Dr. Butler, the Master of Trinity College in that University, delivered an address of hearty

welcome in which he warmly endorsed the objects of the society and their efforts to secure the highest competency in the teacher and the best results in the teaching. His speech, which was exceedingly witty and happy, contained several hints of real importance; among others, the necessity of establishing between the foreign teacher and his pupils a warmer sympathy than usually exists. He humoursly suggests that "the *entente cordiale* between boys and their foreign masters will never be quite complete till some French master has broken at least a collar-bone at foot-ball."

An attempt to facilitate the study of Old French philology among "candidates to the L. L. A. title of St. Andrew's University" and "students working under the Cambridge University scheme for a tripos in Modern Languages" is made in 'An Introduction to Old French' by F. F. Roget, Graduate of Geneva University, Tutor for comparative Philology, and for the Philology of French, St. George's Hall Classes, Edinburgh (London: Williams and Norgate, 1887; 12mo., pp. 387). Adverse criticism is perhaps scarcely warranted in the case of a work the preface of which begins with the frank avowal: "This book contains no independent research, and little scientific method;" and which proceeds to say, after acknowledging indebtedness to Bartsch's 'Chrestomathie' and Clédât's 'Grammaire élémentaire': "Those books should be resorted to by students who may have a taste for the high scholarship which we cannot offer them in this Introduction." Such a commendation as this, however, betrays a false conception on the part of the present author, since the elementary works here cited, while undoubtedly products, can scarcely be regarded as well-springs, of 'high scholarship;' and in these days no instructor of university candidates should be willing to present his students with a text-book so invertebrate as not to be able even to hold up its head in the presence of such authorities. Indeed, the author strikes with accurate iteration the key-note of his work, in speaking yet again of "our fear that we may be found inaccurate by the learned, and yet abstruse by the learners;" though it is reassuring to find him assuming a